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ABSTRACT

This Ohio Competency Analysis Profile (OCAP), derived from a modified Developing a Curriculum (DACUM) process, is a current comprehensive and verified employer competency program list for law enforcement. Each unit (with or without subunits) contains competencies and competency builders that identify the occupational, academic, and employability skills needed to enter this occupational area. Within that outline are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. Advancing items are needed to advance in a given occupation. Futuring items are needed to enter and remain in an occupation 3 to 4 years from now. This profile contains 15 units: (1) orientation; (2) legal aspects; (3) communication skills; (4) human relations skills; (5) first aid and emergency care; (6) defensive tactics; (7) driving; (8) patrol; (9) investigation; (10) traffic enforcement; (11) civil emergencies; (12) prisoner booking and handling; (13) private security; (14) specialized units; and (15) employability skills. (NLA)

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OCAP

OHIO'S COMPETENCY ANALYSIS PROFILE

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic, and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items are essential to entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests (scheduled to begin in FY93). Advancing items (marked with one asterisk) are needed to advance in a given occupation. Futuring items (marked with two asterisks) are needed to enter and remain in a given occupation three to four years from now.

Districts may add as many units, subunits, competencies, and competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their courses of study and monitor competency gains via the new competency testing program.

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OHIO COMPETENCY ANALYSIS PROFILE

LAW ENFORCEMENT

UNIT 1: Orientation

COMPETENCY 1.0.1: Identify role of peace officer

COMPETENCY BUILDERS:

1.0.1.1 Maintain public peace
1.0.1.2 Apprehend violators

COMPETENCY 1.0.2: Demonstrate columnar and drill movements

COMPETENCY BUILDERS:

1.0.2.1 Demonstrate individual movements
1.0.2.2 Demonstrate group formations

UNIT 2: Legal Aspects

COMPETENCY 2.0.1: Demonstrate knowledge of Ohio Revised Code (ORC)

COMPETENCY BUILDERS:

2.0.1.1 Identify, interpret, and apply homicide, assault, and menacing section of ORC
2.0.1.2 Identify, interpret, and apply kidnapping and extortion section of ORC
2.0.1.3 Identify, interpret, and apply sex offense section of ORC
2.0.1.4 Identify, interpret, and apply prostitution, pornography, and obscenity section of ORC
2.0.1.5 Identify, interpret, and apply arson and related offense section of ORC
2.0.1.6 Identify, interpret, and apply robbery, burglary, trespass, and related offense section of ORC
2.0.1.7 Identify, interpret, and apply theft, fraud, and related offense section of ORC
2.0.1.8 Identify, interpret, and apply gambling and related offense section of ORC
2.0.1.9 Identify, interpret, and apply liquor control section of ORC
2.0.1.10 Identify, interpret, and apply drug offense section of ORC
2.0.1.11 Identify, interpret, and apply offenses-against-the-public-peace section of ORC

* Advancing
** Futuring

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2.0.1.12 Identify, interpret, and apply offenses-against-the-family section of ORC
2.0.1.13 Identify, interpret, and apply offenses-against-justice and public administration section of ORC
2.0.1.14 Identify, interpret, and apply conspiracy, attempt, and complicity section of ORC
2.0.1.15 Identify, interpret, and apply weapons offense section of ORC

COMPETENCY 2.0.2: Demonstrate knowledge of Ohio Rules of Evidence

COMPETENCY BUILDERS:

2.0.2.1 Identify Ohio Rules of Evidence
2.0.2.2 Interpret and apply Ohio Rules of Evidence

COMPETENCY 2.0.3: Demonstrate knowledge of arrest and search-and-seizure laws

COMPETENCY BUILDERS:

2.0.3.1 Identify arrest and search-and-seizure laws
2.0.3.2 Interpret and apply arrest and search-and-seizure laws

COMPETENCY 2.0.4: Demonstrate knowledge of interviews, interrogations, and confessions

COMPETENCY BUILDERS:

2.0.4.1 Define interview, interrogation, and confession
2.0.4.2 Define and apply Miranda warning

COMPETENCY 2.0.5: Demonstrate knowledge of civil liability and use of force

COMPETENCY BUILDERS:

2.0.5.1 Define civil liability
2.0.5.2 Define use of force
2.0.5.3 Apply US Code 1983 to peace officer actions

COMPETENCY 2.0.6: Identify rules for criminal and court procedures

COMPETENCY BUILDERS:

2.0.6.1 List sources for criminal and court procedures
2.0.6.2 Interpret and apply rules for criminal and court procedures

COMPETENCY 2.0.7: Demonstrate knowledge of Ohio Traffic Laws

COMPETENCY BUILDERS:

2.0.7.1 Identify major sections of Ohio Traffic Laws in Chapters 4507, 4511, 4513, and 4549 of ORC
2.0.7.2 Interpret and apply Ohio Traffic Laws in Chapters 4507, 4511, 4513, and 4549 of ORC

UNIT 3: Communication Skills

COMPETENCY 3.0.1: Use written communication skills

COMPETENCY BUILDERS:

3.0.1.1 Identify elements of a report
3.0.1.2 Read, interpret, and follow written instructions
3.0.1.3 Print legibly
3.0.1.4 Use correct grammar and spelling
3.0.1.5 Complete daily activity log
3.0.1.6 Take field notes
3.0.1.7 Organize notes
3.0.1.8 Create report based on notes
3.0.1.9 Proofread, edit, and correct reports

COMPETENCY 3.0.2: Demonstrate computer skills

COMPETENCY BUILDERS:

3.0.2.1 Demonstrate keyboarding skills
3.0.2.2 Demonstrate word-processing skills
3.0.2.3 Use databases*
3.0.2.4 Acquire Law Enforcement Automated Data Systems (LEADS) certification**

COMPETENCY 3.0.3: Use oral communication skills

COMPETENCY BUILDERS:

3.0.3.1 Use correct grammar
3.0.3.2 Give directions and instructions
3.0.3.3 Use active listening skills
3.0.3.4 Demonstrate telephone techniques
3.0.3.5 Demonstrate radio techniques
3.0.3.6 Testify in legal proceedings

* Advancing
** Futuring

UNIT 4: Human Relations Skills

COMPETENCY 4.0.1: Project professional image

COMPETENCY BUILDERS:

4.0.1.1 Exhibit professional appearance and demeanor
4.0.1.2 Maintain physical fitness
4.0.1.3 Maintain uniform
4.0.1.4 Exhibit positive attitude

COMPETENCY 4.0.2: Demonstrate positive relations with supervisors

COMPETENCY BUILDERS:

4.0.2.1 Identify different management styles*
4.0.2.2 Support role and mission of agency
4.0.2.3 Follow policies, procedures, directives, and orders

COMPETENCY 4.0.3: Demonstrate positive relations with coworkers

COMPETENCY BUILDERS:

4.0.3.1 Recognize and cooperate with different personalities
4.0.3.2 Identify benefits of teamwork
4.0.3.3 Respect coworkers
4.0.3.4 Empathize with coworkers

COMPETENCY 4.0.4: Demonstrate positive relations with citizens

COMPETENCY BUILDERS:

4.0.4.1 Provide prompt and courteous service
4.0.4.2 Explain laws to citizens
4.0.4.3 Resolve inquiries and complaints
4.0.4.4 Interact with physically or mentally disabled individuals
4.0.4.5 Demonstrate domestic dispute interview techniques
4.0.4.6 Employ crisis intervention techniques
4.0.4.7 Educate public in crime prevention

COMPETENCY 4.0.5: Demonstrate sensitivity to cultural diversity

COMPETENCY BUILDERS:

4.0.5.1 Recognize and cooperate with culturally diverse coworkers
4.0.5.2 Recognize and respond to culturally diverse citizens

* Advancing
** Futuring

COMPETENCY 4.0.6: Demonstrate knowledge of child abuse and neglect

COMPETENCY BUILDERS:

4.0.6.1 Identify resources for locating or investigating missing children
4.0.6.2 Identify elements of juvenile justice system
4.0.6.3 Interact with parents and juvenile probation officers

UNIT 5: First Aid and Emergency Care

COMPETENCY 5.0.1: Perform first-aid procedures

COMPETENCY BUILDERS:

5.0.1.1 Identify and practice disease prevention techniques
5.0.1.2 Demonstrate basic first-aid techniques
5.0.1.3 Acquire basic first-aid certification

COMPETENCY 5.0.2: Acquire cardiopulmonary resuscitation (CPR) certification

COMPETENCY BUILDERS:

5.0.2.1 Identify and practice disease prevention techniques
5.0.2.2 Demonstrate one-person adult CPR
5.0.2.3 Demonstrate two-person adult CPR
5.0.2.4 Demonstrate infant CPR

UNIT 6: Defensive Tactics

COMPETENCY 6.0.1: Implement self-defense techniques

COMPETENCY BUILDERS:

6.0.1.1 Use batons offensively and defensively
6.0.1.2 Use chemical mace
6.0.1.3 Demonstrate hand grasps
6.0.1.4 Demonstrate body-searching techniques
6.0.1.5 Demonstrate handcuffing techniques
6.0.1.6 Demonstrate unarmed self-defense tactics

* Advancing
** Futuring

COMPETENCY 6.0.2: Use and care for firearms*

COMPETENCY BUILDERS:

6.0.2.1 Follow safety procedures for handling and using firearms*
6.0.2.2 Inspect firearms*
6.0.2.3 Clean and maintain firearms*
6.0.2.4 Use firearms*
6.0.2.5 Use shotguns*

UNIT 7: Driving*

COMPETENCY 7.0.1: Demonstrate defensive driving*

COMPETENCY BUILDERS:

7.0.1.1 Identify liability responsibilities*
7.0.1.2 Define and practice defensive driving*

COMPETENCY 7.0.2: Demonstrate pursuit of vehicle*

COMPETENCY BUILDERS:

7.0.2.1 Demonstrate use of vehicle equipment*
7.0.2.2 Identify laws that pertain to pursuit driving*

UNIT 8: Patrol

COMPETENCY 8.0.1: Patrol on foot

COMPETENCY BUILDERS:

8.0.1.1 Use portable radio
8.0.1.2 Initiate officer-citizen interaction
8.0.1.3 Observe and perceive conditions
8.0.1.4 Check and secure buildings
8.0.1.5 Search buildings
8.0.1.6 Check parked and abandoned vehicles
8.0.1.7 Conduct field interviews
8.0.1.8 Complete required reports

COMPETENCY 8.0.2: Patrol in vehicle

COMPETENCY BUILDERS:

8.0.2.1 Inspect patrol unit and equipment
8.0.2.2 Conduct pedestrian and vehicle stops and approaches
8.0.2.3 Respond to calls for service
8.0.2.4 Respond to crimes in progress
8.0.2.5 Conduct field interviews
8.0.2.6 Search and/or inventory vehicles

* Advancing
** Futuring

UNIT 9: Investigation

COMPETENCY 9.0.1: Investigate crimes

COMPETENCY BUILDERS:

9.0.1.1 Document investigative activities
9.0.1.2 Preserve crime scene
9.0.1.3 Sketch and photograph crime scene
9.0.1.4 Collect physical evidence
9.0.1.5 Demonstrate interviewing techniques
9.0.1.6 Demonstrate interrogation techniques
9.0.1.7 Demonstrate surveillance techniques
9.0.1.8 Prepare and execute search warrants
9.0.1.9 Prepare and conduct lineups

COMPETENCY 9.0.2: Investigate traffic crashes

COMPETENCY BUILDERS:

9.0.2.1 Document investigative activities
9.0.2.2 Preserve crash scene
9.0.2.3 Sketch and photograph crash scene
9.0.2.4 Locate and analyze physical evidence
9.0.2.5 Measure skid marks
9.0.2.6 Interview victim(s), driver(s), and witness(es)
9.0.2.7 Complete traffic crash forms
9.0.2.8 Determine speed(s) of vehicle(s)*

UNIT 10: Traffic Enforcement

COMPETENCY 10.0.1: Handle vehicle offenses

COMPETENCY BUILDERS:

10.0.1.1 Observe violation
10.0.1.2 Identify and discuss vehicle speed monitoring devices
10.0.1.3 Initiate officer-violator contact
10.0.1.4 Administer basic field sobriety test
10.0.1.5 Complete uniform traffic citation

COMPETENCY 10.0.2: Control traffic

COMPETENCY BUILDERS:

10.0.2.1 Position patrol unit
10.0.2.2 Direct traffic with hand signals
10.0.2.3 Control traffic signals
10.0.2.4 Use traffic cone patterns
10.0.2.5 Use flare patterns
10.0.2.6 Use flashlight
10.0.2.7 Use whistle

* Advancing
** Futuring

UNIT 11: Civil Emergencies

COMPETENCY 11.0.1: Control crowds

COMPETENCY BUILDERS:

11.0.1.1 Identify types of crowds
11.0.1.2 Identify strategies for crowd control
11.0.1.3 Identify and establish command post
11.0.1.4 Identify and demonstrate riot-control formations

COMPETENCY 11.0.2: Use chemical agents

COMPETENCY BUILDERS:

11.0.2.1 Identify chemical agents and their effects
11.0.2.2 Describe situations that may necessitate use of chemical agents
11.0.2.3 Demonstrate use of protective equipment
11.0.2.4 Identify decontamination procedures

COMPETENCY 11.0.3: Respond to hazardous materials incident

COMPETENCY BUILDERS:

11.0.3.1 Identify hazardous materials according to Occupational Safety and Health Administration (OSHA) Level 1 Awareness
11.0.3.2 Initiate proper hazardous materials response

UNIT 12: Prisoner Booking and Handling

COMPETENCY 12.0.1: Transport prisoners

COMPETENCY BUILDERS:

12.0.1.1 Search prisoner
12.0.1.2 Search vehicle
12.0.1.3 Secure prisoner in vehicle

COMPETENCY 12.0.2: Process prisoners

COMPETENCY BUILDERS:

12.0.2.1 Practice officer safety
12.0.2.2 Maintain security
12.0.2.3 Obtain classifiable fingerprints
12.0.2.4 Photograph prisoners

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UNIT 13: Private Security

COMPETENCY 13.0.1: Provide physical security

COMPETENCY BUILDERS:

13.0.1.1 Check physical structures and grounds
13.0.1.2 Identify security needs

COMPETENCY 13.0.2: Provide information security

COMPETENCY BUILDERS:

13.0.2.1 Secure confidential information (i.e., electronic, physical, and procedural)
13.0.2.2 Provide retail security
13.0.2.3 Identify agency or client needs and make recommendations
13.0.2.4 Identify potential and current losses

COMPETENCY 13.0.3: Investigate internal theft

COMPETENCY BUILDERS:

13.0.3.1 Identify potential losses
13.0.3.2 Recommend corrective measures

COMPETENCY 13.0.4: Provide personnel security

COMPETENCY BUILDERS:

13.0.4.1 Escort very important people (VIPs)
13.0.4.2 Plan and execute protection detail

UNIT 14: Specialized Units*

COMPETENCY 14.0.1: Describe special weapons and tactics (SWAT) activities*

COMPETENCY BUILDERS:

14.0.1.1 Identify personnel qualifications for unit*
14.0.1.2 Identify needed equipment*
14.0.1.3 Identify situations requiring response*

COMPETENCY 14.0.2: Perform bomb evaluation and disposal*

COMPETENCY BUILDERS:

14.0.2.1 Identify personnel qualifications for unit*
14.0.2.2 Identify needed equipment*
14.0.2.3 Identify situations requiring response*

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COMPETENCY 14.0.3: Describe specialized detail units*

COMPETENCY BUILDERS:

14.0.3.1 Identify types of special units (e.g., horse, motorcycle, aircraft, boat, canine, bicycle)*
14.0.3.2 Identify personnel qualifications for specific units*
14.0.3.3 Identify needed equipment*
14.0.3.4 Identify situations requiring response*

UNIT 15: Employability Skills

SUBUNIT 15.1: Career Development

COMPETENCY 15.1.1: Investigate career options

COMPETENCY BUILDERS:

15.1.1.1 Determine interests and aptitudes
15.1.1.2 Identify career options
15.1.1.3 Research occupations matching interests and aptitudes
15.1.1.4 Select career(s) that best match(es) interests and aptitudes
15.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
15.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
15.1.1.7 Develop a career plan

COMPETENCY 15.1.2: Analyze potential barriers to employment

COMPETENCY BUILDERS:

15.1.2.1 Identify common barriers to employment
15.1.2.2 Develop strategies to overcome employment barriers

UNIT 15: Employability Skills

SUBUNIT 15.2: Decision Making and Problem Solving

COMPETENCY 15.2.1: Apply decision-making techniques in the workplace

COMPETENCY BUILDERS:

15.2.1.1 Identify the decision to be made
15.2.1.2 Compare alternatives
15.2.1.3 Determine consequences of each alternative
15.2.1.4 Make decisions based on values and goals
15.2.1.5 Evaluate the decision made

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COMPETENCY 15.2.2: Apply problem-solving techniques in the workplace

COMPETENCY BUILDERS:

15.2.2.1 Diagnose the problem and its causes
15.2.2.2 Identify alternatives and their consequences in relation to the problem
15.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
15.2.2.4 Utilize resources to explore possible solutions to the problem
15.2.2.5 Compare and contrast the advantages and disadvantages of each solution
15.2.2.6 Determine appropriate action
15.2.2.7 Evaluate results

UNIT 15: Employability Skills

SUBUNIT 15.3: Work Ethic

COMPETENCY 15.3.1: Evaluate the relationship of self-esteem to work ethic

COMPETENCY BUILDERS:

15.3.1.1 Identify special characteristics and abilities in self and others
15.3.1.2 Identify internal and external factors that affect self-esteem

COMPETENCY 15.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

COMPETENCY BUILDERS:

15.3.2.1 Distinguish between values and goals
15.3.2.2 Determine the importance of values and goals
15.3.2.3 Evaluate how values affect goals
15.3.2.4 Identify short-term and long-term goals
15.3.2.5 Prioritize personal goals
15.3.2.6 Describe how personal values are reflected in work ethic
15.3.2.7 Describe how interactions in the workplace affect personal work ethic
15.3.2.8 Examine how life changes affect personal work ethic

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COMPETENCY 15.3.3: Demonstrate work ethic

COMPETENCY BUILDERS:

15.3.3.1 Examine factors that influence work ethic
15.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

UNIT 15: Employability Skills

SUBUNIT 15.4: Job-Seeking Skills

COMPETENCY 15.4.1: Prepare for employment

COMPETENCY BUILDERS:

15.4.1.1 Identify traditional and nontraditional employment sources
15.4.1.2 Utilize employment sources
15.4.1.3 Research job opportunities, including nontraditional careers
15.4.1.4 Interpret equal employment opportunity laws
15.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
15.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

COMPETENCY 15.4.2: Design a résumé

COMPETENCY BUILDERS:

15.4.2.1 Identify personal strengths and weaknesses
15.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
15.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
15.4.2.4 Complete résumé using various formats
15.4.2.5 Secure references

COMPETENCY 15.4.3: Complete and process job application forms

COMPETENCY BUILDERS:

15.4.3.1 Explain the importance of an application form
15.4.3.2 Identify ways to obtain job application forms
15.4.3.3 Describe methods for handling illegal questions on job application forms
15.4.3.4 Demonstrate legible written communications skills using correct grammar, spelling, and concise wording
15.4.3.5 Return application to proper person, request interview, and follow up

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COMPETENCY 15.4.4: Demonstrate interviewing skills

COMPETENCY BUILDERS

15.4.4.1 Investigate interview environment and procedures
15.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
15.4.4.3 Demonstrate question and answer techniques
15.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

COMPETENCY 15.4.5: Secure employment

COMPETENCY BUILDERS:

15.4.5.1 Identify present and future employment opportunities within an occupation/organization
15.4.5.2 Research the organization/company
15.4.5.3 Use follow-up techniques to enhance employment potential
15.4.5.4 Compare and evaluate job offers

UNIT 15: Employability Skills

SUBUNIT 15.5: Job Retention Skills

COMPETENCY 15.5.1: Analyze the organizational structure of the workplace

COMPETENCY BUILDERS:

15.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
15.5.1.2 Be aware of and obey all company policies and procedures
15.5.1.3 Examine the role/relationship between employee and employer
15.5.1.4 Recognize opportunities for advancement and reasons for termination

COMPETENCY 15.5.2: Maintain positive relations with others

COMPETENCY BUILDERS:

15.5.2.1 Exhibit appropriate work habits and attitude
15.5.2.2 Identify behaviors to establish successful working relationships
15.5.2.3 Cooperate and compromise through teamwork and group participation
15.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

* Advancing
** Futuring

UNIT 15: Employability Skills

SUBUNIT 15.6: Job Advancement

COMPETENCY 15.6.1: Analyze opportunities for personal and career growth

COMPETENCY BUILDERS:

15.6.1.1 Determine opportunities within an occupation/organization
15.6.1.2 Compare and contrast other opportunities
15.6.1.3 List benefits of job advancement
15.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

COMPETENCY 15.6.2: Exhibit characteristics needed for advancement

COMPETENCY BUILDERS:

15.6.2.1 Display a positive attitude
15.6.2.2 Demonstrate knowledge of a position
15.6.2.3 Perform quality work
15.6.2.4 Adapt to changing situations and technology
15.6.2.5 Demonstrate capability for different positions
15.6.2.6 Participate in continuing education/training programs
15.6.2.7 Respect, accept, and work with ALL individuals in the workplace

UNIT 15: Employability Skills

SUBUNIT 15.7: Technology in the Workplace

COMPETENCY 15.7.1: Assess the impact of technology in the workplace

COMPETENCY BUILDERS:

15.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
15.7.1.2 Investigate the use of technology in the workplace
15.7.1.3 Analyze how present skills can be applied to learning new technologies

COMPETENCY 15.7.2: Use a variety of technological applications

COMPETENCY BUILDERS:

15.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
15.7.2.2 Use technology to accomplish assigned tasks
15.7.2.3 Create solutions to problems using technical means

* Advancing
** Futuring

UNIT 15: Employability Skills

SUBUNIT 15.8: Lifelong Learning

COMPETENCY 15.8.1: Apply lifelong learning to individual situations

COMPETENCY BUILDERS:

15.8.1.1 Define lifelong learning
15.8.1.2 Identify factors that cause the need for lifelong learning

COMPETENCY 15.8.2: Adapt to change

COMPETENCY BUILDERS:

15.8.2.1 Analyze the effects of change
15.8.2.2 Identify reasons why goals change
15.8.2.3 Describe the importance of flexibility when reevaluating goals
15.8.2.4 Evaluate the need for continuing education/training

UNIT 15: Employability Skills

SUBUNIT 15.9: Economic Education

COMPETENCY 15.9.1: Analyze global enterprise systems

COMPETENCY BUILDERS:

15.9.1.1 Identify characteristics of various enterprise systems
15.9.1.2 Examine the relationship between competition, risk, and profit
15.9.1.3 Illustrate how supply and demand influence price

COMPETENCY 15.9.2: Evaluate personal money management

COMPETENCY BUILDERS:

15.9.2.1 Describe the need for personal management records
15.9.2.2 Identify methods of taxation
15.9.2.3 Analyze how credit affects financial security
15.9.2.4 Compare types and methods of investments
15.9.2.5 Prepare a personal budget
15.9.2.6 Be an informed and responsible consumer
15.9.2.7 Analyze the effects of advertising on the consumer

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UNIT 15: Employability Skills

SUBUNIT 15.10: Balancing Work and Family

COMPETENCY 15.10.1: Analyze the effects of family on work

COMPETENCY BUILDERS:

15.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
15.10.1.2 Identify present and future family structures and responsibilities
15.10.1.3 Describe personal and family roles
15.10.1.4 Analyze concerns of working parent(s)
15.10.1.5 Examine how family responsibilities can conflict with work
15.10.1.6 Resolve family-related conflicts
15.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

COMPETENCY 15.10.2: Analyze the effects of work on family

COMPETENCY BUILDERS:

15.10.2.1 Identify responsibilities associated with paid and nonpaid work
15.10.2.2 Compare the advantages and disadvantages of multiple incomes
15.10.2.3 Examine how work can conflict with family responsibilities
15.10.2.4 Describe how work-related stress can affect families
15.10.2.5 Identify family support systems and resources

UNIT 15: Employability Skills

SUBUNIT 15.11: Citizenship in the Workplace

COMPETENCY 15.11.1: Exercise the rights and responsibilities of citizenship in the workplace

COMPETENCY BUILDERS:

15.11.1.1 Identify the basic rights and responsibilities of citizenship
15.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

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COMPETENCY 15.11.2: Cooperate with others in the workplace

COMPETENCY BUILDERS:

15.11.2.1 Identify situations in which compromise is necessary
15.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
15.11.2.3 Demonstrate initiative to facilitate cooperation
15.11.2.4 Give and receive constructive criticism to enhance cooperation

UNIT 15: Employability Skills

SUBUNIT 15.12: Leadership

COMPETENCY 15.12.1: Evaluate leadership styles appropriate for the workplace

COMPETENCY BUILDERS:

15.12.1.1 Identify characteristics of effective leaders
15.12.1.2 Compare leadership styles
15.12.1.3 Demonstrate effective delegation skills
15.12.1.4 Identify opportunities to lead in the workplace

COMPETENCY 15.12.2: Demonstrate effective teamwork skills

COMPETENCY BUILDERS:

15.12.2.1 Identify the responsibilities of a valuable group member
15.12.2.2 Exhibit open-mindedness
15.12.2.3 Identify methods of involving each member of a team
15.12.2.4 Contribute to the efficiency and success of a group
15.12.2.5 Determine ways to motivate others

COMPETENCY 15.12.3: Utilize effective communication skills

COMPETENCY BUILDERS:

15.12.3.1 Demonstrate the importance of listening
15.12.3.2 Demonstrate assertive communication
15.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
15.12.3.4 Analyze written material
15.12.3.5 Prepare written material
15.12.3.6 Give and receive feedback
15.12.3.7 Articulate thoughts
15.12.3.8 Use appropriate language

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UNIT 15: Employability Skills

SUBUNIT 15.13: Entrepreneurship

COMPETENCY 15.13.1: Evaluate the role of small business in the economy

COMPETENCY BUILDERS:

15.13.1.1 Identify the benefits of small business to a community
15.13.1.2 Analyze opportunities for small business in a community

COMPETENCY 15.13.2: Examine considerations of starting a business

COMPETENCY BUILDERS:

15.13.2.1 Research a business idea
15.13.2.2 Compare various ways to become a small business owner
15.13.2.3 Investigate factors to consider in financing a new business
15.13.2.4 Evaluate entrepreneurship as a career option

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